

# **LEARNING OUTCOME BASED VOCATIONAL CURRICULUM**

**JOB ROLE: House Keeping Attendant-Manual  
Cleaning**

**(QUALIFICATION PACK: Ref. Id. THC/Q0203)**

**SECTOR: Travel, Tourism and Hospitality**

**Classes 9 and 10**

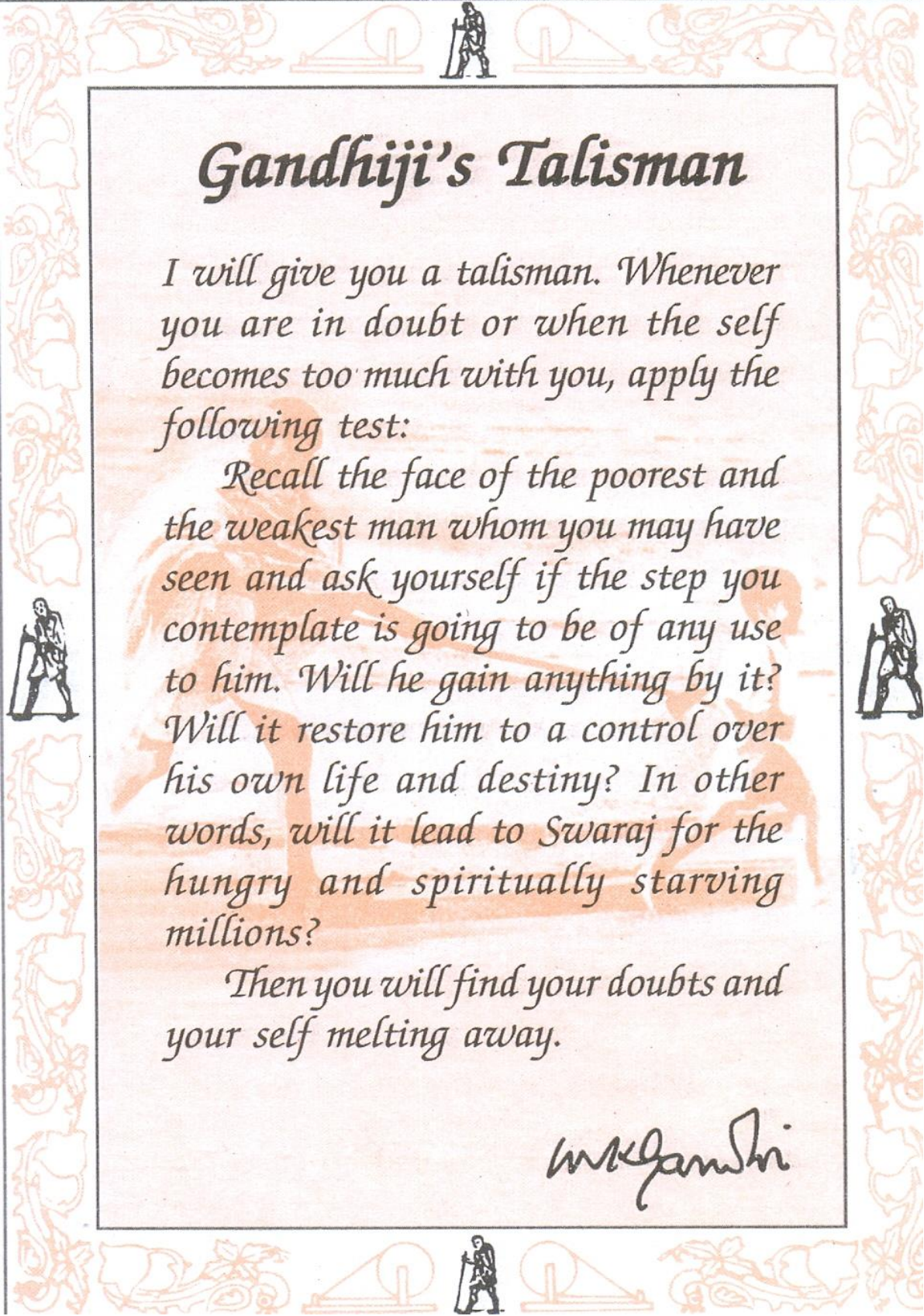


**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**

**(a constituent unit of NCERT, under MHRD, Government of India)**

**Shyamla Hills, Bhopal- 462 002, M.P., India**

**<http://www.psscive.ac.in>**



## Gandhiji's Talisman

*I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:*

*Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?*

*Then you will find your doubts and your self melting away.*

*M. K. Gandhi*

# **LEARNING OUTCOME BASED VOCATIONAL CURRICULUM**

**JOB ROLE: House Keeping Attendant-Manual  
Cleaning**

(QUALIFICATION PACK: Ref. Id. THC/Q0203)

**SECTOR: Travel, Tourism and Hospitality**

**Classes 9 and 10**



**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**

**Shyamla Hills, Bhopal- 462 002, M.P., India**

---

**LEARNING OUTCOME BASED  
VOCATIONAL CURRICULUM  
Travel, Tourism & Hospitality- Housekeeping  
Attendant -Manual Cleaning**

**June, 2017**

**© PSSCIVE, 2017**

**<http://www.psscive.ac.in>**

No part of this work may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, microfilming, recording or otherwise, without written permission from the Publisher, with the exception of any material supplied specifically for the purpose of being used by the purchaser of the work.

The views and opinions expressed in this publication are those of the contributors/ authors and do not necessarily reflect the views and policies of PSS Central Institute of Vocational Education, Bhopal. The PSSCIVE does not guarantee the accuracy of the data included in this publication and accepts no responsibility for any consequence of their use.

**Published by:**

Joint Director  
PSS Central Institute of Vocational  
Education, NCERT, Shyamla Hills, Bhopal



**PATRONS**

Prof. Hrushikesh Senapaty, Ph.D.,  
Director, National Council of  
Educational Research and Training  
(NCERT),  
New Delhi

Prof. Rajesh Khambayat, Ph.D.,  
Joint Director  
PSS Central Institute of Vocational  
Education, Bhopal

**COURSE COORDINATOR**

Prof. Mridula Saxena, Ph.D.,  
Head  
Department of Home Science and  
Hospitality Management,  
and Head  
Information & Communication  
Technology Centre (ICT) PSSCIVE,  
Bhopal

## FOREWORD

---

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome based vocational curriculum and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education (CSSVSHSE) launched by the Ministry of Human Resource Development, Government of India in 2012. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved by the Project Approval Board (PAB) of *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA). The main purpose of the learning outcome based vocational curriculum is to bring about the improvement in teaching-learning process and working competencies through learning outcomes embedded in the vocational subject.

It is a matter of great pleasure to introduce this learning outcome based vocational curriculum as part of the vocational training packages for the job role of **Housekeeping Attendant - Manual Cleaning**. The curriculum has been developed for the higher secondary students of vocational education and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualification Framework (NSQF).

The curriculum aims to provide children with employability and vocational skills to support occupational mobility and lifelong learning. It will help them to acquire specific occupational skills that meet employers' immediate needs. The teaching process is to be performed through the interactive sessions in classrooms, practical activities in laboratories and workshops, projects, field visits, and professional experiences.

The curriculum has been developed and reviewed by a group of experts and their contributions are greatly acknowledged. The utility of the curriculum will be adjudged by the qualitative improvement that it brings about in teaching-learning. The feedback and suggestions on the content by the teachers and other stakeholders will be of immense value to us in bringing about further improvement in this document.

HRUSHIKESH SENAPATY

*Director*

*National Council of Educational Research and Training*

# PREFACE

---

India today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth are immense and the possibilities are equally exciting. The world is looking at us to deliver sustainable growth and progress. To meet the growing expectations, India will largely depend upon its young workforce. The much-discussed demographic dividend will bring sustaining benefits only if this young workforce is skilled and its potential is channelized in the right direction.

In order to fulfil the growing aspirations of our youth and the demand of skilled human resource, the Ministry of Human Resource Development (MHRD), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education that aims to provide for the diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education. For spearheading the scheme, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted the responsibility to develop learning outcome based vocational curriculum, student workbooks, teacher handbooks and e-learning materials for the job roles in various sectors, with growth potential for employment.

The PSSCIVE firmly believes that the vocationalisation of education in the nation needs to be established on a strong footing of philosophical, cultural and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial and communication skills to fulfil the needs of the society and the world of work. In order to honour its commitment to the nation, the PSSCIVE has initiated the work on developing learning outcome based vocational curriculum with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policy makers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group through a series of consultations, working group meetings and use of reference materials develops a National Curriculum. Currently, the Institute is working on developing curricula and courseware for over 100 job roles in various sectors.

We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, valuable time and positively responding to our request for development of curriculum. We are grateful to MHRD and NCERT for the financial support and cooperation in realising the objective of providing learning outcome based vocational curriculum and courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of *Rashtriya Madhyamik Shiksha Abhiyan (RMSA)* of MHRD.

---

Finally, for transforming the proposed curriculum design into a vibrant reality of implementation, all the institutions involved in the delivery system shall have to come together with a firm commitment and they should secure optimal community support. The success of this curriculum depends upon its effective implementation and it is expected that the managers of vocational education and training system, including subject teachers will make efforts to create better facilities, develop linkages with the world of work and foster a conducive environment as per the content of the curriculum document.

The PSSCIVE, Bhopal remains committed in bringing about reforms in the vocational education and training system through the learner-centric curricula and courseware. We hope that this document will prove useful in turning out more competent Indian workforce for the 21<sup>st</sup> Century.

RAJESH P. KHAMBAYAT  
*Joint Director*  
*PSS Central Institute of Vocational Education*

# ACKNOWLEDGEMENTS

---

On behalf of the team at the PSS Central Institute of Vocational Education (PSSCIVE) we are grateful to the members of the Project Approval Board (PAB) of *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) and the officials of the Ministry of Human Resource Development (MHRD), Government of India for the financial support to the project for development of curricula.

We are grateful to the Director, NCERT for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of RMSA, MHRD, RMSA Cell at the National Council of Educational Research and Training (NCERT), National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC) and **Tourism & Hospitality Skill Council (THSC)** for their academic support and cooperation.

We are grateful to the expert contributors for their earnest effort and contributions in the development of this learning outcome based vocational curriculum. Their names are acknowledged in the list of contributors.

We are also grateful to Prof. Mridula Saxena, Course Coordinator and Dr. Anil Kumar, Professor, Department of Vocational Education and Entrepreneurship Development, National Institute of Technical Teachers Training and Research (NITTTR), Bhopal for their contributions.

The contributions made by Dr. Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), Dr. Vipin Kumar Jain, Associate Professor and Head, Programme Planning and Monitoring Cell (PPMC) and Dr. Dipak D. Shudhalwar, Associate Professor (CSE) and Head Computer Center, PSSCIVE in development of the curriculum for the employability skills are duly acknowledged.

The assistance provided by Shri Vinod K. Soni, Computer Operator Grade-II and Smt. Sangeeta Sortey, Computer Operator Grade-III in layout, design and composing of the material is duly acknowledged.

**PSSCIVE Team**



# CONTENTS

S.No.	Title		Page No.	
	Foreword		(i)	
	Preface		(ii)	
	Acknowledgements		(iii)	
1.	Course Overview		1	
2.	Scheme of Units		2	
3.	Teaching/Training Activities		4	
4.	Assessment and Certification		5	
5.	Unit Content	<b>CLASS 9</b>		
		<b>Part A</b>	<b>Employability Skills</b>	
			Unit 1: Communication Skills – I	8
			Unit 2: Self-management Skills – I	9
			Unit 3: Information and Communication Technology Skills – I	9
			Unit 4: Entrepreneurial Skills – I	11
			Unit 5: Green Skills – I	11
			<b>Total</b>	
		<b>Part B</b>	<b>Vocational Skills</b>	
			Unit 1: Introduction of Tourism and Hospitality Industry	12
			Unit 2: Classification of Various Areas In Hospitality Industry	14
			Unit 3: Prepare for Manual Housekeeping	15
			Unit 4: Manually Clean Floors, Wash-and Rest Rooms	16
			Unit 5: Manually Clean Furniture and Surfaces	18
			Unit 6: Maintain Area Neat and Tidy	20
			Unit 7: Collect and Dispose Waste Properly	21
		<b>CLASS 10</b>		
		<b>Part A</b>	<b>Employability Skills</b>	
			Unit 1: Communication Skills – II	22
			Unit 2: Self-management Skills – II	23
			Unit 3: Information and Communication Technology Skills – II	24
			Unit 4: Entrepreneurial Skills – II	24
			Unit 5: Green Skills – II	25

	<b>Part B</b>	<b>Vocational Skills</b>	
		Unit 1 : Clean Pantry and Canteen Area	26
		Unit 2 : Report, Record and Prepare Documentation	27
		Unit 3 : Communicate with Customers and Colleagues	28
		Unit 4: Maintain Standard of Etiquette and Hospital Conduct	29
		Unit 5: Follow Gender and Age Sensitive Service Practices	31
		Unit 6 : Maintain Health and Hygiene	32
		Unit 7 : Maintain Safety at Workplace	33
<b>6.</b>	Organisation of Field Visits		35
<b>7.</b>	List of Equipment and Materials		35
<b>8.</b>	Vocational Teacher's/Trainer's Qualification and Guidelines		36
<b>9.</b>	List of Contributors		39

# 1. COURSE OVERVIEW

---

## **COURSE TITLE: Travel, Tourism & Hospitality- Housekeeping Attendant - Manual Cleaning**

The **Hospitality** industry is a broad category of fields within the service industry that includes lodging, event planning, theme parks, transportation, cruise line, and additional fields within the tourism industry. The hospitality industry is a several billion dollar industry that mostly depends on the availability of leisure time and disposable income. A hospitality unit such as a restaurant, hotel, or even an amusement park consists of multiple groups such as facility maintenance, direct operations (servers, housekeepers, porters, kitchen workers, bartenders, management, marketing, and human resources etc).

**Hospitality** is the relationship between the guest and the host, or the act or practice of being hospitable. This includes the reception and entertainment of guests, visitors, or strangers.

Some important Sectors of the hospitality industry are: Accommodation sector, Food and beverage sector, Meetings, incentives, conventions and events (MICE) sector, Clubs and gaming sector, Entertainment and recreation sector, Travel and tourism sector, Visitors information sector.

A few out of the numerous job roles available in the Hospitality sector are : Hotel general manager, Hotel clerk, Bellhop, Meeting and convention planner, Concierge, Maitre d', Executive chef, Reservation ticket agent, Maids and housekeeping cleaner, Gaming dealer.

Besides several jobs available in the Kitchen and Front of House, the industry offers numerous jobs in sections like Accounts & Finance, Banquet Events, Engineering, Gaming, Human Resources, Management, Recreation, Sales & Marketing, Security etc. The Rooms division itself employs personnel as Concierge, Door Person, Front Office Clerk, General Cleaners, Guest Relations Officer, House Keeping Attendant, Porter and Reservation Agent.

The housekeeping attendant in the Tourism and Hospitality industry is a professional who performs routine duties to maintain public areas, guestrooms and the restrooms in a clean and orderly manner, under the supervision of housekeeping supervisor. The individual must know how to use manual tools to sweep, scrub, mop, wipe and dispose waste. He/she should also be able to address guest requests and problems and is expected to maintain a flexible schedule throughout weekends and holidays.

**COURSE OUTCOMES:** On completion of the course, student should be able to:

- Apply effective oral and written communication skills to interact with people and customers.
- Identify the principal components of a computer system.
- Demonstrate the basic skills of using computer.
- Demonstrate self-management skills.
- Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities.
- Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection.

- Follow the standard operating procedures.
- Attend to guest requests /guest complaints in the area assigned to him.
- Clean and maintain his work area.
- Maintain housekeeping carts and inventory.
- Report missing / found articles to the housekeeping supervisors.
- Take up any tasks assigned by the supervisors as and when needed.
- Check for items that are not operable and/or in need of repair and reports of such items to the Housekeeping Supervisor etc.

**COURSE REQUIREMENTS:** The student must have successfully completed Class-VIII.

**COURSE LEVEL:** This is a beginner level course. On completion of this course, a student can take up a higher level course for a job role in Hospitality Industry such as Room Attendant in Class XI and Class XII.

**COURSE DURATION:** **400 hrs**

Class 9 : 200 hrs

Class 10 : 200 hrs

---

**Total : 400 hrs**

---

## 2. SCHEME OF UNITS

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 9 and 10 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 9 is as follows:

<b>CLASS 9</b>			
	<b>Units</b>	<b>No. of Hours for Theory and Practical 200</b>	<b>Max. Marks for Theory and Practical 100</b>
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills – I	20	10
	Unit 2: Self-management Skills – I	10	
	Unit 3: Information and Communication Technology Skills – I	20	
	Unit 4: Entrepreneurial Skills – I	15	
	Unit 5: Green Skills – I	10	
	<b>Total</b>	<b>75</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Introduction to Tourism and Hospitality Industry	12	

	Unit 2: Classification of Various Areas In Hospitality Industry	08	30
	Unit 3: Prepare for Manual Housekeeping	16	
	Unit 4: Manual Cleaning of Floors, Wash and Rest Rooms	21	
	Unit 5: Manual Cleaning of Furniture and Surfaces	21	
	Unit 6: Maintain Area Neat and Tidy	10	
	Unit 7: Collection and Disposal of Waste	07	
	<b>Total</b>	<b>95</b>	<b>30</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	<b>Total</b>	<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	<b>Total</b>	<b>15</b>	<b>15</b>
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>		
	<b>Total</b>	<b>05</b>	<b>10</b>
	<b>Grand Total</b>	<b>200</b>	<b>100</b>

The unit-wise distribution of hours and marks for Class 10 is as follows:

<b>CLASS 10</b>			
	<b>Units</b>	<b>No. of Hours for Theory and Practical 200</b>	<b>Max. Marks for Theory and Practical 100</b>
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills – II	20	10
	Unit 2: Self-management Skills – II	10	
	Unit 3: Information and Communication Technology Skills – II	20	
	Unit 4: Entrepreneurial Skills – II	15	
	Unit 5: Green Skills – II	10	
	<b>Total</b>	<b>75</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1 : Clean Pantry and Canteen Area	15	30
	Unit 2 : Report, Record and Prepare Documentation	10	
	Unit 3 : Communicate with Customers and Colleagues	10	
	Unit 4: Maintain Standard of Etiquette and Hospitable Conduct	12	

	Unit 5: Gender and Age Sensitive Service Practices	08	
	Unit 6 : Maintain Health and Hygiene	15	
	Unit 7 : Maintain Safety at Workplace	25	
	<b>Total</b>	<b>95</b>	<b>30</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	<b>Total</b>	<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	<b>Total</b>	<b>15</b>	<b>15</b>
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>		
	<b>Total</b>	<b>05</b>	<b>10</b>
	<b>Grand Total</b>	<b>200</b>	<b>100</b>

### 3. TEACHING/TRAINING ACTIVITIES

The teaching and training activities have to be conducted in classroom, laboratory/ workshops and field visits. Students should be taken to field visits for interaction with experts and to expose them to the various tools, equipment, materials, procedures and operations in the workplace. Special emphasis should be laid on the occupational safety, health and hygiene during the training and field visits.

#### CLASSROOM ACTIVITIES

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained vocational teachers. Vocational teachers should make effective use of a variety of instructional or teaching aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc. to transmit knowledge and impart training to the students.

#### PRACTICAL WORK IN LABORATORY/WORKSHOP

Practical work may include but not be limited to hands-on-training, simulated training, role play, case based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques. A training plan that reflects tools, equipment, materials, skills and activities to be performed by the students should be submitted by the vocational teacher to the Head of the Institution.

#### FIELD VISITS/ EDUCATIONAL TOUR

In field visits, children will go outside the classroom to obtain specific information from experts or to make observations of the activities. A checklist of observations to be made by the students during the field visits should be developed by the Vocational Teachers for systematic

collection of information by the students on the various aspects. Principals and Teachers should identify the different opportunities for field visits within a short distance from the school and make necessary arrangements for the visits. At least three field visits should be conducted in a year.

## 4. ASSESSMENT AND CERTIFICATION

---

**U**pon successful completion of the course by the candidate, the Central/ State Examination Board for Secondary Education and the respective Sector Skill Council will certify the competencies.

The National Skills Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSs), rather than inputs. The NSQF level descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skills, core skills and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job and that the learning programme undertaken has delivered education at a given standard. It should be closely linked to certification so that the individual and the employer could come to know the competencies acquired through the vocational subject or course. The assessment should be reliable, valid, flexible, convenient, cost effective and above all it should be fair and transparent. Standardized assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment of students.

### **KNOWLEDGE ASSESSMENT (THEORY)**

**Knowledge Assessment** should include two components: one comprising of internal assessment and second an external examination, including theory examination to be conducted by the Board. The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper based test or short structured questions based on the content of the curriculum.

### **WRITTEN TEST**

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, and subject experts from university/colleges or industry. The respective Sector Skill Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting and conducting the examinations.

The blue print for the question paper may be as follows:

**Duration: 3 hrs**

**Max. Mark: 30**

S.No.	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	2	1	2	10
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	1	2	2	11
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	1	1	05
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	1	0	02
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
	<b>Total</b>	<b>3x1=3</b>	<b>6x2=12</b>	<b>5x3=15</b>	<b>30 (14 questions)</b>

### **SKILL ASSESSMENT (PRACTICAL)**

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National



Occupation Standards and the assessment will indicate that they are 'competent', or are 'not yet competent'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce.

**Project Work** (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

**Student Portfolio** is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

**Viva voce** allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

## CONTINUOUS AND COMPREHENSIVE EVALUATION

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of student's development. In this scheme, the term 'continuous' is meant to emphasize that evaluation of identified aspects of students 'growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. The second term 'comprehensive' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development. For details, the CCE manual of Central Board of Secondary Education (CBSE) or the guidelines issued by the State Boards on the procedure for CCE should be followed by the Institutions.

## 5. UNIT CONTENTS

### CLASS 9

#### Part A: Employability Skills

S.No.	Units	Duration (Hrs)
1.	Communication Skills - I	20
2.	Self-management Skills - I	10
3.	Information and Communication Technology Skills-I	20
4.	Entrepreneurial Skills - I	15
5.	Green Skills - I	10
<b>Total</b>		<b>75</b>

Unit 1: Communication Skills - I			
Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 Hrs)
1. Demonstrate knowledge of various methods of communication	1. Methods of communication - Verbal - Non-verbal - Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	05
2. Identify elements of communication cycle	1. Meaning of communication 2. Importance of communication skills 3. Elements of communication cycle– (i) sender, (ii) ideas, (iii) encoding, (iv) communication channel, (v) receiver, (vi) decoding, and (vii) feedback	1. Draw a diagram of communication cycle 2. Role plays on communication process related to the sector/job role	05
3. Identify the factors affecting our perspectives in communication	1. Perspectives in communication 2. Factors affecting perspectives in communication	1. Group discussion on factors affecting perspectives in communication 2. Sharing of	05

<b>Unit 1: Communication Skills - I</b>			
<b>Learning Outcome</b>	<b>Theory (08 hrs)</b>	<b>Practical (12 hrs)</b>	<b>Duration (20 Hrs)</b>
	<ul style="list-style-type: none"> <li>- Visual perception</li> <li>- Language</li> <li>- Past experience</li> <li>- Prejudices</li> <li>- Feelings</li> <li>- Environment</li> </ul>	experiences on factors affecting perspectives 3. Sharing experiences on factors affecting communication at workplace	
4. Demonstrate the knowledge of basic writing skills	1. Writing skills related to the following: <ul style="list-style-type: none"> <li>• Phrases</li> <li>• Kinds of sentences</li> <li>• Parts of sentence</li> <li>• Parts of speech</li> <li>• Use of articles</li> <li>• Construction of a paragraph</li> </ul>	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	05
<b>Total</b>	<b>08 Hrs</b>	<b>12 Hrs</b>	<b>20 Hrs</b>

<b>Unit 2: Self-management Skills – I</b>			
<b>Learning Outcome</b>	<b>Theory (07 hrs)</b>	<b>Practical (03 hrs)</b>	<b>Duration (10 Hrs)</b>
1. Describe the meaning and importance of self-management	1. Meaning of self-management 2. Positive results of self-management 3. Self-management skills	1. Identification of self-management skills 2. Strength and weakness analysis	05
2. Identify the factors that helps in building self-confidence	1. Factors that help in building self-confidence – social, cultural, and physical factors 2. Self-confidence building tips – getting rid of the negative thoughts, thinking positively, staying happy with small things, staying clean, hygienic and smart, chatting with positive people, etc.	1. Role play exercises on building self-confidence 2. Use of positive metaphors/ words 3. Positive stroking on wakeup and before going bed 4. Helping others and working for community	05
<b>Total</b>	<b>07 Hrs</b>	<b>03 Hrs</b>	<b>10 Hrs</b>

<b>Unit 3: Information and Communication Technology Skills – I</b>			
<b>Learning Outcome</b>	<b>Theory (06 hrs)</b>	<b>Practical (14 hrs)</b>	<b>Duration (20 Hrs)</b>
1. Describe the role of Information	1. Introduction to ICT 2. Role and importance of	1. Discussion on the role and importance of ICT	04

<b>Unit 3: Information and Communication Technology Skills – I</b>			
<b>Learning Outcome</b>	<b>Theory (06 hrs)</b>	<b>Practical (14 hrs)</b>	<b>Duration (20 Hrs)</b>
and Communication Technology (ICT) in day-to-day life and workplace	ICT in personal life and at workplace 3. ICT in our daily life (examples) 4. ICT tools - Mobile, tab, radio, TV, email, etc.	in personal life and at workplace 2. Preparing posters/ collages for showing the role of ICT at workplace	
2. Identify components of basic computer system and their functions	1. Computer system - Central Processing Unit (CPU), memory, motherboard, storage devices 2. Hardware and software of a computer system 3. Role and functions of Random Access Memory(RAM) and Read Only Memory (ROM) 4. Role and functions of Central Processing Unit 5. Procedure for starting and shutting down a computer	1. Connecting the cables and peripherals to the Central Processing Unit 2. Starting and shutting down a computer 3. Group discussion on the various aspects of hardware and software	07
3. Demonstrate use of various components and peripherals of computer system	1. Peripherals devices and their uses – mouse, keyboard, scanner, webcam, etc. of a computer system	1. Identification of various parts and peripherals of a computer 2. Demonstration and practice on the use of mouse 3. Demonstration and practice on the use of keyboard 4. Demonstration of the uses of printers, webcams, scanner and other peripheral devices 5. Drawing diagram of computer system and labelling it	05
4. Demonstrate basic computer skills	1. Primary operations on a computer system – input, process, storage, output, communication networking, etc.	1. Identification of the various input and output units and explanation of their purposes	04
<b>Total</b>	<b>06 Hrs</b>	<b>14 Hrs</b>	<b>20 Hrs</b>

<b>Unit 4: Entrepreneurial Skills - I</b>			
<b>Learning Outcome</b>	<b>Theory (06 hrs)</b>	<b>Practical (09 hrs)</b>	<b>Duration (15 Hrs)</b>
1. Identify various types of business activities	1. Types of businesses – service, manufacturing, hybrid 2. Types of businesses found in our community 3. Business activities around us	1. Prepare posters of business activities found in cities/villages, using pictures 2. Discuss the various types of activities, generally adopted by small businesses in a local community 3. Best out of waste 4. Costing of the product made out of waste 5. Selling of items made from waste materials 6. Prepare list of businesses that provides goods and services in exchange for money	09
2. Demonstrate the knowledge of distinguishing characteristics of entrepreneurship	1. Meaning of entrepreneurship development 2. Distinguishing characteristics of entrepreneurship 3. Role and rewards of entrepreneurship	1. Prepare charts showing advantages of entrepreneurship over wages 2. Group discussions on role and features of entrepreneurship 3. Lectures/presentations by entrepreneurs on their experiences and success stories 4. Identify core skills of successful entrepreneur	06
<b>Total</b>	<b>06 Hrs</b>	<b>09 Hrs</b>	<b>15 Hrs</b>

<b>Unit 5: Green Skills - I</b>			
<b>Learning Outcome</b>	<b>Theory (07 hrs)</b>	<b>Practical (03 hrs)</b>	<b>Duration (10 Hrs)</b>
1. Demonstrated the knowledge of the factors influencing natural resource conservation	1. Introduction to environment, 2. Relationship between society and environment, ecosystem and factors	1. Group discussion on hazards of deteriorating environment 2. Prepare posters showing environment conservation	05

<b>Unit 5: Green Skills - I</b>			
<b>Learning Outcome</b>	<b>Theory (07 hrs)</b>	<b>Practical (03 hrs)</b>	<b>Duration (10 Hrs)</b>
	causing imbalance 3. Natural resource conservation 4. Environment protection and conservation	3. Discussion on various factors that influence our environment	
2. Describe the importance of green economy and green skills	1. Definition of green economy 2. Importance of green economy	1. Discussion on the benefits of green skills and importance of green economy 2. Prepare a Poster showing the importance of green economy with the help of newspaper/ magazine cuttings	05
<b>Total</b>	<b>07 Hrs</b>	<b>03 Hrs</b>	<b>10 Hrs</b>
<b>Grand Total</b>	<b>34</b>	<b>41</b>	<b>75</b>

## Part B: Vocational Skills

<b>S.No.</b>	<b>Units</b>	<b>Duration (Hrs)</b>
1.	Introduction to Tourism and Hospitality Industry	12
2.	Classification of Various Areas In Hospitality Industry	08
3.	Prepare for manual housekeeping	16
4.	Manual Cleaning of Floors, wash-and rest rooms	21
5.	Manual cleaning of Furniture and Surfaces	21
6.	Maintain Area Neat and Tidy	10
7.	Collection and disposal of waste	07
	<b>Total</b>	<b>95</b>

<b>Unit 1: Introduction to Tourism and Hospitality Industry</b>			
<b>Learning Outcome</b>	<b>Theory (06 Hrs)</b>	<b>Practical (06 Hrs)</b>	<b>Duration (12Hrs)</b>
1. Appreciate the importance of tourism Industry	1. Definition of tourism industry, tourist, and tourism destination 2. Impact of tourism from the point of view of economic development of the country 3. Main constituents of	1. Name any 4 popular tourist Places in your state 2. Draw or Point any 2 tourist destination places and write their features	

<b>Unit 1: Introduction to Tourism and Hospitality Industry</b>			
<b>Learning Outcome</b>	<b>Theory (06 Hrs)</b>	<b>Practical (06 Hrs)</b>	<b>Duration (12Hrs)</b>
	tourism industry 4. Primary constituents of tourism industry 5. Secondary constituents of tourism industry 6. Different types and forms of tourism		<b>06 Hrs Theory + 06 Hrs Practical</b>
2. History and Importance of Hospitality sector	1. Definition of hotel and hospitality 2. The birth of hospitality sector 3. Importance of hospitality sector	1. Make an era wise chart titled "The history of hospitality"	
3. Identify the basic departments in hospitality Sector	1. Description on front of the house and back of the house department 2. Importance of the basic department of hotel industry	1. Draw a layout of front office department. Restaurant, house keeping department and kitchen of your city hotel	
4. List the recent trends of travel and tourism	1. Definition of outbound tourism, inbound tourism, Domestic tourism, International tourism, Visitor, traveller, attractions, SMERF's? 2. Factors responsible for successful tourism 3. Changing Status of the tourism industry. 4. Description of any four niche tourism activities which have recently emerged 5. Evaluation of Current tourism activities undertaken with an instant of each, like: <ul style="list-style-type: none"> <li>• Heritage walks</li> <li>• Gardens and parks</li> <li>• Roadside attractions</li> <li>• Spas</li> <li>• Amusement parks</li> <li>• Restaurants</li> <li>• Art museums</li> <li>• Castle and forts</li> <li>• Nature Reserves</li> </ul>	1. Draw a chart with two examples of each type of tourism activities of your state 2. Prepare an album depicting current trends in travel and tourism	

<b>Unit 1: Introduction to Tourism and Hospitality Industry</b>			
<b>Learning Outcome</b>	<b>Theory (06 Hrs)</b>	<b>Practical (06 Hrs)</b>	<b>Duration (12Hrs)</b>
	<ul style="list-style-type: none"> <li>Casinos etc.</li> </ul>		
5. Appreciate the need of safe and honourable tourism	<ol style="list-style-type: none"> <li>The terms safe tourism, Lady Traveller, Senior citizen, Differently-abled tourists, honourable tourism</li> <li>Need of tour in safe and honourable manner for traveller</li> <li>Strategies to ensure safe and honourable tourism</li> </ol>	1. Provide suggestions for betterment of service given to differently-abled tourist while on tour	
<b>Total</b>	<b>06 Hrs</b>	<b>06 Hrs</b>	<b>12 Hrs</b>

<b>Unit 2: Classification of Various Areas in Hospitality Industry</b>			
<b>Learning Outcome</b>	<b>Theory (05 Hrs)</b>	<b>Practical (03 Hrs)</b>	<b>Duration (08 Hrs)</b>
1. Appreciate the importance of hospitality industry	<ol style="list-style-type: none"> <li>Definition of hotel industry and hospitality industry</li> <li>Significance of hotel industry and role of hospitality in it</li> <li>Identification of major/main department of industry and their functions</li> <li>The ancillary departments of hospitality industry and their functions</li> </ol>	<ol style="list-style-type: none"> <li>List the importance of hotel industry</li> <li>Identify and list the various departments of hotel industry</li> </ol>	<b>05 Hrs Theory + 03 Hrs Practical</b>
2. Appreciate the use and importance of public and guest areas in a hotel	<ol style="list-style-type: none"> <li>Definition of public and guest areas in hotel industries</li> <li>Significance of public and guest areas</li> </ol>	<ol style="list-style-type: none"> <li>List some public areas in hotel industry</li> <li>List some guest areas in hotel industry</li> </ol>	
3. Appreciate the importance of Housekeeping department in hospitality industry	<ol style="list-style-type: none"> <li>Definition of role of housekeeping department</li> <li>Identification of the various public and guest areas in hospitality industry</li> <li>Uses of various public areas and guest areas</li> <li>Need for regular cleaning and</li> </ol>	<ol style="list-style-type: none"> <li>Identify and list the various public and guest area of a nearby hotel's</li> <li>Visit a hotel in your area and record the cleanliness of various public and guest areas in the given format.(make the check list format)</li> </ol>	



<b>Unit 2: Classification of Various Areas in Hospitality Industry</b>			
<b>Learning Outcome</b>	<b>Theory (05 Hrs)</b>	<b>Practical (03 Hrs)</b>	<b>Duration (08 Hrs)</b>
	maintenance of public and guest areas		
4. State the components of public and guest areas in housekeeping	1. General layout of various components of public areas of hotel 2. Components and layout of guest areas of hotel	1. Draw the layout of public areas of hotel industry 2. Draw the layout of guest areas of hotel industry 3. Visit a nearby hotel and note down the components of public and guest areas	
<b>Total</b>	<b>05 Hrs</b>	<b>03 Hrs</b>	

<b>Unit 3 : Prepare for Manual Housekeeping</b>			
<b>Learning Outcome</b>	<b>Theory (09 Hrs)</b>	<b>Practical (07 Hrs)</b>	<b>Duration (16 Hrs)</b>
1. Appreciate the importance of attending Briefing, Duty roster and Occupancy chart	1. Definition of the Term Briefing and debriefing 2. Importance of duty roster and occupancy chart	1. Demonstrate briefing a housekeeping Team	<b>09 Hrs Theory + 07 Hrs Practical</b>
2. Identify various areas of housekeeping department and undertake care and cleaning of different types of surfaces and cleaning equipments	1. Different Areas of Housekeeping 2. Types of surfaces 3. Types of equipments and other consumables 4. Selection of equipments 5. Importance and handling of Personal Protective Equipments (PPE) and Safety Sign Board.	1. Identify various housekeeping areas and different types of surfaces and explain cleaning procedure of each surface 2. Demonstrate of vacuum cleaner & carpet shampooing machine 3. Demonstrate Handling of Personal Protective Equipments and usage of Sign Board	
3. Identify work place procedure for housekeeping	1. Standard Operating Procedures 2. SOPs to be followed for cleaning different housekeeping areas 3. Procedure for Entering and Leaving the workplace	1. Demonstrate the making of SOPs 2. Demonstrate process of entering and leaving the workplace	
4. Prepare the work	1. Preparing the work area	1. Demonstrate of	

<b>Unit 3 : Prepare for Manual Housekeeping</b>			
<b>Learning Outcome</b>	<b>Theory (09 Hrs)</b>	<b>Practical (07 Hrs)</b>	<b>Duration (16 Hrs)</b>
area for cleaning, readying public area attendant trolley	for cleaning 2. Public areas floor rules 3. Importance of proper ventilation in work area 4. Public area cleaning work flow 5. Readying a Housekeeping Cart 6. Public Area Checklist and records	sequence of work and various preparation activities performed before starting a cleaning task 2. Demonstrate following Public area check list 3. Demonstrate readying a public area attendant trolley	
5. Identify the Various Chemicals required for cleaning the assigned work area	1. Housekeeping chemicals 2. Importance of material safety data sheet	1. Demonstrate handling housekeeping chemicals	
6. Appreciate the importance of maintaining personal and material hygiene and handling waste	1. Importance of Personal Hygiene 2. Importance of Equipment Hygiene 3. Handling of waste Material	1. Demonstrate hand washing procedure	
7. Communicate with other staff while Cleaning work in progress	1. Importance of communication with other staff while performing cleaning	1. Demonstrate how to communicate with other staff of hotel while performing cleaning	
8. Gain in sight in handling lost and found items	1. Handling lost and found items 2. Format of lost and found register	1. Demonstrate handling lost and found items in public areas	
<b>Total</b>	<b>09 Hrs</b>	<b>07 Hrs</b>	

<b>Unit 4 : Manual Cleaning of Floors, Wash and Rest Rooms</b>			
<b>Learning Outcome</b>	<b>Theory (12 Hrs)</b>	<b>Practical (09 Hrs)</b>	<b>Duration (21 Hrs)</b>
1. Appreciate the importance of Handling Floor Chemicals and Equipments	1. Types of floors 2. Equipments required for Floor Cleaning 3. Chemicals required for floor cleaning 4. Measurement and correct mixing of Cleaning Solution	1. Identify different types of floor surfaces 2. Identification and usage of Floor Equipments 3. Identification and usage of Floor Chemicals	
2. Gain insight into the Methods of Cleaning Floors	1. Method of Removing the dust and debris from the floors	1. Handling of Dry cleaning Machine 2. Handling of Wet	

<b>Unit 4 : Manual Cleaning of Floors, Wash and Rest Rooms</b>			
<b>Learning Outcome</b>	<b>Theory (12 Hrs)</b>	<b>Practical (09 Hrs)</b>	<b>Duration (21 Hrs)</b>
	2. Method of cleaning loose Large Debris from the floors 3. Method of removing Ground in soil without damaging the surface 4. Method of cleaning spillage from the floors 5. Method of removing loose dust and debris from the floors 6. Method of Removing Difficult stains from the floors	3. Demonstrate various methods of cleaning floors  Cleaning Machine	<b>12 Hrs Theory + 09 Hrs Practical</b>
3. Gain Insight into procedure of handling floor garbage and wastage	1. Handling of floor garbage and waste material	1. Demonstrate handling of garbage and waste materials	
4. Appreciate the importance of layout of bathroom	1. Layout of Public area bathroom 2. Parts of Public area bathrooms 3. Bathroom fixtures and fittings	1. Practice drawing of complete Public area bathroom layout showing various bathroom fixtures, bath fittings and bathroom parts	
5. Follow the entering procedure of Restrooms and Cloak rooms	1. Procedure of Entering the Public area restrooms and cloak rooms 2. Preparations for activities to be performed before cleaning Public area bathroom	1. Demonstrate entering the public area restrooms and cloak rooms	
6. Appreciate the importance of Handling Public area bathroom Chemicals and Equipments	1. Equipments required for cleaning public area bathroom 2. Chemicals Required For cleaning public area bathroom 3. Measurement and correct mixing of Bathroom Cleaning Solution	1. Identification and usage of P.A. bathroom cleaning Equipments 2. Identification and usage of Public area bathroom cleaning Chemicals	
7. Appreciate the	1. SOP for Cleaning the	1. Handling of Dry	

<b>Unit 4 : Manual Cleaning of Floors, Wash and Rest Rooms</b>			
<b>Learning Outcome</b>	<b>Theory (12 Hrs)</b>	<b>Practical (09 Hrs)</b>	<b>Duration (21 Hrs)</b>
importance of using correct procedure of cleaning Public area bathroom	Restrooms and Cloak Rooms a. Bathtubs b. Basins and taps c. Bathroom appliances d. Bathroom Surfaces e. Bath fittings and fixtures f. Bathroom floors g. w/c and urinals 2. Safety measures for bathroom cleaning	cleaning Machine and Wet Cleaning Machine 2. Demonstrate various methods of cleaning floors 3. Make a chart on safety points	
8. Gain Insights into procedure of handling Public area bathroom garbage and wastage	1. Handling of Bathroom garbage and waste material	1. Demonstration on Handling Public area bathroom Garbage and waste materials	
9. Appreciate the importance of replenishing bathrooms supplies, amenities and completing cleaning duties	1. SOP for replenishing, replacing and refilling bathroom supplies 2. Storage of cleaning equipments 3. PPE equipments and chemicals 4. Public area bathroom checklist	1. Demonstrate replenishing, replacing and refilling bathroom supplies 2. Demonstrate storage of cleaning equipments, PPE equipments and chemicals 3. Demonstrate handling public area bathroom checklist and records	
<b>Total</b>	<b>12 Hrs</b>	<b>09 Hrs</b>	<b>21 Hrs</b>

<b>Unit 5: Manual Cleaning of Furniture and Surfaces</b>			
<b>Learning Outcome</b>	<b>Theory (06 Hrs)</b>	<b>Practical (15 Hrs)</b>	<b>Duration (21 Hrs)</b>
1. Appreciate the knowledge of Cleaning and various Soiling that accumulate on different surfaces	1. What is Cleaning 2. Need of Cleaning in an organization 3. Different types of Surfaces 4. Requirements for cleaning task 5. What is dust? Origin of dust 6. What is Dirt? How it accumulates? Places of accumulation 7. What are Stains? Their	1. Classify and List the home articles that need daily and periodic cleaning 2. Visit nearby home amenities shop and list down the type of material used in different articles. 3. Stain Removal Practical 1 4. Stain Removal Practical 2	

<b>Unit 5: Manual Cleaning of Furniture and Surfaces</b>			
<b>Learning Outcome</b>	<b>Theory (06 Hrs)</b>	<b>Practical (15 Hrs)</b>	<b>Duration (21 Hrs)</b>
	classification causes and removal techniques		<b>06 Hrs Theory + 15 Hrs Practical</b>
2. Appreciate the importance of care, cleaning and maintenance of upholstery	<ol style="list-style-type: none"> <li>1. What is Upholstery</li> <li>2. Description of the types of upholstery</li> <li>3. Know the material used in Upholstery</li> <li>4. Methods of cleaning Upholstery</li> <li>5. Procedure of Cleaning Upholstery</li> <li>6. Cleaning equipments for upholstery cleaning</li> <li>7. Cleaning Agents</li> <li>8. Odourant and Deodorants</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a furniture upholstery supplier and observe the various upholstery materials available in the market. Record the data</li> <li>2. Visit a laundry and collect the information about various stains that use to occur on upholstery</li> <li>3. Cleaning the Sofa cushions</li> <li>4. Demonstrate the use of vacuum Cleaner and its accessories related to upholstery cleaning</li> <li>5. Visit cleaning agent supplier for upholstery and collect the list of cleaning agents available with its details on its labels</li> </ol>	
3. Understand the Carpet care and maintenance	<ol style="list-style-type: none"> <li>1. Carpets and their Utility</li> <li>2. Types of Carpets</li> <li>3. Method of Carpet Cleaning</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit the Cloth Market of your city and list various carpets available</li> <li>2. Clean the carpet of your institute</li> </ol>	
4. Knowledge of Cleaning Furniture	<ol style="list-style-type: none"> <li>1. Meaning of furniture</li> <li>2. Types of furniture</li> <li>3. Material used in furniture</li> <li>4. Types of Stains that can occur on furniture</li> <li>5. Removal of stains</li> <li>6. Polishes</li> <li>7. Types of polishes</li> <li>8. Procedure of polishing</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a furniture market of your city and collect the information about types of furniture available</li> <li>2. Remove stains on old wooden article and apply French polish</li> </ol>	
5. Importance of Glass Cleaning	<ol style="list-style-type: none"> <li>1. Glass and its various uses in Hotels</li> </ol>	<ol style="list-style-type: none"> <li>1. Cleaning of window glasses</li> </ol>	

<b>Unit 5: Manual Cleaning of Furniture and Surfaces</b>			
<b>Learning Outcome</b>	<b>Theory (06 Hrs)</b>	<b>Practical (15 Hrs)</b>	<b>Duration (21 Hrs)</b>
	2. Types of glass 3. Cleaning of Glass articles 4. Safety with Glass 5. Cleaning agents for glass 6. Glass Cleaning Equipments	2. Cleaning of Glass articles	
6. Importance of Cleaning of Desktops	1. Desktop computer and its basic information 2. Type of Dust accumulation in and on the desktop 3. Method of cleaning 4. Equipments for cleaning the desktop 5. Safety measures	1. Visit a Computer hardware Shop and See the Internal Hardware Assembly 2. Clean the desktop Computer of your college	
7. Cleaning Work Station and Office Area	1. What is an office 2. What is a work Station 3. Amenities and equipments in a work station 4. Cleaning method 5. Equipments	1. Prepare the check list of office Amenities that need cleaning 2. Office cleaning	
<b>Total</b>	<b>06 Hrs</b>	<b>15 Hrs</b>	<b>21 Hrs</b>

<b>Unit 6 : Maintain Area Neat and Tidy</b>			
<b>Learning Outcome</b>	<b>Theory (05 Hrs)</b>	<b>Practical (05 Hrs)</b>	<b>Duration (10Hrs)</b>
1. Appreciate the knowledge of Assigning the cleaning duties	1. Importance of assigning the cleaning Duties 2. Ensuring the Area neat and tidy	1. Draw the format of assigning duties	
2. Gain insight into the maintaining up keep of Public Area	1. Pre-Preparation done before starting maintains and up keeping cleaning task of public area 2. Importance of wearing protective cloths and installing hazard warning signs 3. Maintaining activities to upkeep like cleaning dirt, dust, debris and removable marks from	1. Draw a chart of Protective cloths 2. Draw a chart of hazard warning signs board	
			<b>05 Hrs Theory</b>

<b>Unit 6 : Maintain Area Neat and Tidy</b>			
<b>Learning Outcome</b>	<b>Theory (05 Hrs)</b>	<b>Practical (05 Hrs)</b>	<b>Duration (10Hrs)</b>
	the surface and restore the cleaning equipment 4. Reporting of damaged items		<b>+ 05 Hrs Practical</b>
3. Appreciate the importance of Waste Disposal of Public Area	1. What is Waste and its types 2. Procedure of waste disposal or Emptying waste containers	1. Identify the waste items and follow the procedure to dispose	
4. Knowledge of Furniture arrangement in Public area	1. Furniture in Public Area 2. Layout of Furniture arrangement in Public Area 3. Do's and Don'ts while Arranging the Furniture	1. Identify the Furniture 2. Draw a Chart of Do's and Don'ts of handling furniture	
5. Importance of Maintaining Displays in Public Area	1. Meaning of Display 2. Importance of Public Area 3. Types of Displays 4. Care and Maintenance of Displays	1. Identify the Display 2. Show through a Chart the maintenance of Displays	
6. Importance of Inspecting Public Area and Require maintenance work	1. What is Inspection and standards followed in good appealing and Keeping Freshness of Public Area 2. Inspection's Check List 3. Knowledge of maintenance work and its important 4. Area requiring Maintenance	1. Demonstrate How inspection is to be done	
7. Gain Knowledge of lost Valuables	1. Identify lost and found articles 2. Lost and found procedure 3. Lost and found Enquiries	1. Demonstrate the procedure of Lost and found	
<b>Total</b>	<b>05 Hrs</b>	<b>05 Hrs</b>	

<b>Unit 7: Collection and Disposal of Waste</b>			
<b>Learning Outcome</b>	<b>Theory (04 Hrs)</b>	<b>Practical (03 Hrs)</b>	<b>Duration (07 Hrs)</b>
1. Appreciate the importance of Removing and	1. Preparation of handling waste 2. SOP for removing of	1. Identify different types of floor surfaces 2. Identification and	

<b>Unit 7: Collection and Disposal of Waste</b>			
<b>Learning Outcome</b>	<b>Theory (04 Hrs)</b>	<b>Practical (03 Hrs)</b>	<b>Duration (07 Hrs)</b>
segregating waste	waste 3. SOP for segregating of waste 4. Garbage heaping area of collected waste	usage of Floor Equipments 3. Identification and usage of Floor Chemicals	<b>04 Hrs Theory + 03 Hrs Practical</b>
2. Appreciate the importance of documentation and record keeping of waste disposal	1. Documentation and record keeping of waste disposal 2. Problems associated with handling and storage of waste	1. Demonstrate documentation and record keeping of waste disposal	
3. Gain insights into legal and regulatory authorities concerned with handling and storage of waste	1. Legal and regulatory authorities concerned with handling and storage of waste		
<b>Total</b>	<b>04 Hrs</b>	<b>03 Hrs</b>	<b>07 Hrs</b>
<b>Grand Total</b>	<b>47</b>	<b>48</b>	<b>95</b>

## CLASS 10

### Part A - Employability Skills

<b>S.No.</b>	<b>Units</b>	<b>Duration (Hrs)</b>
1.	Communication Skills – II	20
2.	Self-management Skills - II	10
3.	Information and Communication Technology Skills – II	20
4.	Entrepreneurial Skills – II	15
5.	Green Skills - II	10
	<b>Total</b>	<b>75</b>

<b>Unit 1: Communication Skills - II</b>			
<b>Learning Outcome</b>	<b>Theory (12 hrs)</b>	<b>Practical (08 hrs)</b>	<b>Duration (20 Hrs)</b>
1. Demonstrate knowledge of various methods of communication	2. Methods of communication - Verbal - Non-verbal - Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	05
3. Provide descriptive and	1. Communication cycle and	1. Constructing sentences for providing descriptive	03



<b>Unit 1: Communication Skills - II</b>			
<b>Learning Outcome</b>	<b>Theory (12 hrs)</b>	<b>Practical (08 hrs)</b>	<b>Duration (20 Hrs)</b>
specific feedback	importance of feedback 2. Meaning and importance of feedback 3. Descriptive feedback - written comments or conversations 4. Specific and non-specific feedback	and specific feedback	
3. Apply measures to overcome barriers in communication	1. Barriers to effective communication – types and factors 2. Measures to overcome barriers in effective communication	1. Enlisting barriers to effective communication 2. Applying measures to overcome barriers in communication	04
4. Apply principles of communication	1. Principles of effective communication 2. 7 Cs of effective communication	1. Constructing sentences that convey all facts required by the receiver 2. Expressing in a manner that shows respect to the receiver of the message 3. Exercises and games on applying 7Cs of effective communication	03
5. Demonstrate basic writing skills	2. Writing skills to the following: <ul style="list-style-type: none"> <li>• Sentence</li> <li>• Phrase</li> <li>• Kinds of Sentences</li> <li>• Parts of Sentence</li> <li>• Parts of Speech</li> <li>• Articles</li> <li>• Construction of a Paragraph</li> </ul>	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	05
<b>Total</b>	<b>12 Hrs</b>	<b>08 Hrs</b>	<b>20 Hrs</b>

<b>Unit 2: Self-management Skills - II</b>			
<b>Learning Outcome</b>	<b>Theory (05 hrs)</b>	<b>Practical (05 hrs)</b>	<b>Duration (10 Hrs)</b>
1. Apply stress management techniques	1. Meaning and importance of stress management 2. Stress management techniques – physical	1. Exercises on stress management techniques – yoga, meditation, physical exercises	06

<b>Unit 2: Self-management Skills - II</b>			
<b>Learning Outcome</b>	<b>Theory (05 hrs)</b>	<b>Practical (05 hrs)</b>	<b>Duration (10 Hrs)</b>
	exercise, yoga, meditation 3. Enjoying, going to vacations and holidays with family and friends 4. Taking nature walks	2. Preparing a write-up on an essay on experiences during a holiday trip	
2. Demonstrate the ability to work independently	1. Importance of the ability to work independently 2. Describe the types of self-awareness 3. Describe the meaning of self-motivation and self-regulation	1. Demonstration on working independently 2. goals 3. Planning of an activity 4. Executing tasks in a specific period, with no help or directives 5. Demonstration on the qualities required for working independently	04
<b>Total</b>	<b>05 Hrs</b>	<b>05 Hrs</b>	<b>10 Hrs</b>

<b>Unit 3: Information and Communication Technology Skills- II</b>			
<b>Learning Outcome</b>	<b>Theory (08 hrs)</b>	<b>Practical (12 hrs)</b>	<b>Duration (20 Hrs)</b>
1. Distinguish between different operating systems	1. Classes of operating systems 2. Menu, icons and task bar on the desktop 3. File concept, file operations, file organization, directory structures, and file-system structures 4. Creating and managing files and folders	1. Identification of task bar, icons, menu, etc. 2. Demonstration and practicing of creating, renaming and deleting files and folders, saving files in folders and sub- folders, restoring files and folders from recycle bin	17
2. Apply basic skills for care and maintenance of computer	1. Importance and need of care and maintenance of computer - Cleaning computer components - Preparing maintenance schedule - Protecting computer against viruses - Scanning and cleaning viruses and removing SPAM files, temporary files and folders	1. Demonstration of the procedures to be followed for cleaning, care and maintenance of hardware and software	03

<b>Unit 3: Information and Communication Technology Skills– II</b>			
<b>Learning Outcome</b>	<b>Theory (08 hrs)</b>	<b>Practical (12 hrs)</b>	<b>Duration (20 Hrs)</b>
<b>Total</b>	<b>08 Hrs</b>	<b>12 Hrs</b>	<b>20 Hrs</b>

<b>Unit 4: Entrepreneurial Skills - II</b>			
<b>Learning Outcome</b>	<b>Theory (06 hrs)</b>	<b>Practical (09 hrs)</b>	<b>Duration (15 Hrs)</b>
1. List the characteristics of successful entrepreneur	1. Entrepreneurship and society 2. Qualities and functions of an entrepreneur 3. Role and importance of an entrepreneur 4. Myth about entrepreneurship 5. Entrepreneurship as a career option	1. Writing a note on entrepreneurship as career option 2. Collecting success stories of first generation and local entrepreneurs 3. Listing the entrepreneurial qualities – analysis of strength and weaknesses 4. Group discussion of self-qualities that students feel are needed to become successful entrepreneur 5. Collect information and related data for a business 6. Make a plan in team for setting up a business	15
<b>Total</b>	<b>06 Hrs</b>	<b>09 Hrs</b>	<b>15 Hrs</b>

<b>Unit 5: Green Skills - II</b>			
<b>Learning Outcome</b>	<b>Theory (07 hrs)</b>	<b>Practical (03 hrs)</b>	<b>Duration (10 Hrs)</b>
1. Demonstrate the knowledge of importance, problems and solutions related to sustainable development	1. Definition of sustainable development 2. Importance of sustainable development 3. Problems related to sustainable development	1. Identify the problem related to sustainable development in the community 2. Group discussion on the importance of respecting and conserving indigenous knowledge and cultural heritage 3. Discussion on the responsibilities and	10

<b>Unit 5: Green Skills - II</b>			
<b>Learning Outcome</b>	<b>Theory (07 hrs)</b>	<b>Practical (03 hrs)</b>	<b>Duration (10 Hrs)</b>
		benefits of environmental citizenship, including the conservation and protection of environmental values 4. Preparing models on rain water harvesting, drip / sprinkler irrigation, vermin-compost, solar energy, solar cooker, etc.	
<b>Total</b>	<b>07 Hrs</b>	<b>03 Hrs</b>	<b>10 Hrs</b>
<b>Grand Total</b>	<b>38</b>	<b>37</b>	<b>75</b>

## Part B–Vocational Skills

<b>S.No.</b>	<b>Units</b>	<b>Duration (Hrs)</b>
1.	Unit 1 : Clean Pantry and Canteen Area	15
2.	Unit 2 : Report, Record and Prepare Documentation	10
3.	Unit 3 : Communicate with Customers and Colleagues	10
4.	Unit 4: Maintain Standard of Etiquette and Hospital Conduct	12
5.	Unit 5: Follow Gender and Age Sensitive Service Practices	08
6.	Unit 6 : Maintain Health and Hygiene	15
7.	Unit 7 : Maintain Safety at Workplace	25
	<b>Total</b>	<b>95</b>

<b>Unit 1 : Clean Pantry and Canteen Area</b>			
<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (05 Hrs)</b>	<b>Duration (15 Hrs)</b>
1. Appreciate the importance of cleaning Canteen/kitchen area	1. Cleaning agents used in a canteen and kitchen area 2. Cleaning Equipments used in a canteen and kitchen area 3. Cleaning of canteen and kitchen: <ul style="list-style-type: none"> <li>• Cleaning of kitchen accessories</li> <li>• Cleaning of equipments</li> <li>• Cleaning of food storage area</li> </ul>	1. Demonstrate Cleaning equipments and accessories 2. Demonstrate Cleaning of Kitchen floor 3. Demonstrate Cleaning food spoilage 4. Demonstrate Cleaning water drinking area (Water Dispenser)	

<b>Unit 1 : Clean Pantry and Canteen Area</b>			
<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (05 Hrs)</b>	<b>Duration (15 Hrs)</b>
	<ul style="list-style-type: none"> <li>• Cleaning of kitchen surfaces</li> <li>• Cleaning of food spillage</li> <li>• Cleaning of drinking area</li> </ul> 4. Importance of work safety at work place 5. Reporting of maintenance requirement, danger and accidents to supervisor 6. Hygiene practices in Canteen/kitchen area 7. Garbage disposal in Canteen/kitchen area		<b>10 Hrs Theory + 05 Hrs Practical</b>
2. Identify the Role & responsibilities of Housekeeping attendant in Kitchen or Canteen area and know the importance of Kitchen or canteen checklists and records	1. Role and responsibilities of Housekeeping attendant in Kitchen or Canteen 2. Checklists for cleaning pantry and canteen area 2. Maintaining records for housekeeping duties in kitchen and canteen area	1. List down the responsibilities of housekeeping attendant in kitchen or canteen area 2. Demonstrate Maintaining records for housekeeping duties in Kitchen or Canteen area	
<b>Total</b>	<b>10 Hrs</b>	<b>05 Hrs</b>	

<b>Unit 2 : Report, Record and Prepare Documentation</b>			
<b>Learning Outcome</b>	<b>Theory (05 Hrs)</b>	<b>Practical (05 Hrs)</b>	<b>Duration (10 Hrs)</b>
1. Gain knowledge about checklist registers and store	1. Housekeeping checklist registers and store procedure 2. Maintenance of housekeeping equipments and machines 3. Record of attendance and productivity 4. Incident, accident and	1. Demonstrate using housekeeping checklist registers and store procedure 2. Demonstrate maintenance of housekeeping equipments and machines	<b>05 Hrs Theory + 05 Hrs Practical</b>

<b>Unit 2 : Report, Record and Prepare Documentation</b>			
<b>Learning Outcome</b>	<b>Theory (05 Hrs)</b>	<b>Practical (05 Hrs)</b>	<b>Duration (10 Hrs)</b>
	lost and found 5. Collection of data and report making		
2. Appreciate the importance of logbook and problem solving attitudes	1. Use of log book and its importance 2. Problem recording and reporting to superior	1. Demonstrate Use of log book	
3. Up gradation of knowledge about report making and documentations	1. Regular reports and documents 2. Special reports 3. Clarity conciseness of report and documents 4. Report presentation 5. Submission and use of formats in reports	1. Demonstrate report making and documentations	
<b>Total</b>	<b>05 Hrs</b>	<b>05 Hrs</b>	<b>10 Hrs</b>

<b>Unit 3 : Communicate with Customers and Colleagues</b>			
<b>Learning Outcome</b>	<b>Theory (05 Hrs)</b>	<b>Practical (05 Hrs)</b>	<b>Duration (10 Hrs)</b>
1. Appreciate the importance of communication (Upward communication)	1. Instruction and job orders 2. Work target, output and performance 3. Importance of reports, delay, complaint, repair and AMC schedule 4. Feedback on work standard and work schedule	1. Visit a hotel near you and study how hotel staff handles the guest complaints in different situations	
2. Importance of communication and horizontal communication	1. Work behaviour 2. Work flow and productivity 3. Communication with colleague, sharing, and assistance and conflict 4. Etiquette and behaviours 5. Division of work and understanding 6. Multitasking and individual goal setting 7. Cooperation and	1. Visit a hotel near you and study the Etiquette and behaviours of hotel staff 2. Prepare the report on how hotel staff Cooperate and coordinate between each other during operational hours	
			<b>05 Hrs Theory + 05 Hrs Practical</b>

<b>Unit 3 : Communicate with Customers and Colleagues</b>			
<b>Learning Outcome</b>	<b>Theory (05 Hrs)</b>	<b>Practical (05 Hrs)</b>	<b>Duration (10 Hrs)</b>
	coordination, communication with colleague and avoiding error		
3. Appreciate the importance of communicating with customer	<ol style="list-style-type: none"> <li>1. Product knowledge and anticipation of customer needs</li> <li>2. Etiquette and manners while talking to the customer</li> <li>3. Two way communication and importance of gender, culture in communication</li> <li>4. Satisfaction and dissatisfaction of customer</li> <li>5. Role of body language, dress code</li> <li>6. Maintenance of positive behaviour in communication</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate etiquette and manners while talking to the customer</li> <li>2. Demonstrate use of appropriate body language</li> </ol>	
4. Interruption and negativity in communication	<ol style="list-style-type: none"> <li>1. Problem related communication and complaints</li> <li>2. Report, feedback</li> </ol>	1. Visit a hotel near you and prepare a report on various problems related to communication faced by hotel staff	
<b>Total</b>	<b>05 Hrs</b>	<b>05 Hrs</b>	<b>10 Hrs</b>

<b>Unit 4: Maintain Standard of Etiquette and Hospitable Conduct</b>			
<b>Learning Outcome</b>	<b>Theory (05 Hrs)</b>	<b>Practical (07 Hrs)</b>	<b>Duration (12 Hrs)</b>
1. Hospitality: Meaning and its components and Goal	<ol style="list-style-type: none"> <li>1. Hospitality</li> <li>2. Need of Hospitable Conduct</li> <li>3. Meaning of Hospitable conduct</li> <li>4. Components of Hospitality</li> <li>5. Goal of Hospitality</li> <li>6. Customer</li> <li>7. Customer centricity</li> <li>8. Role of Housekeeping</li> </ol>	1. Visit a Hospitality organization and observe the guest dealing by housekeeping staff	

<b>Unit 4: Maintain Standard of Etiquette and Hospitable Conduct</b>			
<b>Learning Outcome</b>	<b>Theory (05 Hrs)</b>	<b>Practical (07 Hrs)</b>	<b>Duration (12 Hrs)</b>
	in a hospitable conduct		<b>05 Hrs Theory + 07 Hrs Practical</b>
2. Etiquettes and Manners: Need and Necessity	<ol style="list-style-type: none"> <li>1. Definition of etiquettes and Manners</li> <li>2. Need of etiquettes and Manners</li> <li>3. Necessity of etiquettes and Manners in a hospitality establishment</li> <li>4. Telephone Etiquettes</li> <li>5. Language</li> <li>6. Body Language</li> <li>7. Dressing and Uniform</li> </ol>	1. Role Play for etiquettes and manners	
3. Behaviour under the Hospitality conduct	<ol style="list-style-type: none"> <li>1. Dealing with the Guest</li> <li>2. Does and Don'ts while dealing with the guest</li> <li>3. Dealing with customer complaints</li> <li>4. Measuring Customer satisfaction</li> <li>5. Contribution to the Brand Value</li> </ol>	1. Study of complaint escalation matrix by visiting a hotel	
4. Office Manners	<ol style="list-style-type: none"> <li>1. Formalities</li> <li>2. Communicating with co-workers</li> <li>3. Inter departmental Coordination</li> <li>4. Reading and Writing Skills</li> <li>5. Customer Feedback</li> <li>6. Log Book</li> <li>7. Job Cards</li> </ol>	1. Visit a hotel and collect customer feedback by filling the feedback forms and critically analyzing the data	
5. Knowledge necessary to the Housekeeping Staff for smooth hospitable conduct	<ol style="list-style-type: none"> <li>1. Company Policy</li> <li>2. HR Policy</li> <li>3. Reporting Structure</li> <li>4. Documentation</li> <li>5. Customer Profile</li> </ol>	1. Interview the housekeeping staff of a hotel and evaluate their knowledge about the documentation process they need to do on duty	
6. Technical Knowledge	<ol style="list-style-type: none"> <li>1. SOPs</li> <li>2. Dealing with Customer Complaints</li> <li>3. Feed Back Mechanism</li> <li>4. Productivity Targets</li> </ol>	1. Visit an industry and study the SOP's for housekeeping conduct	



<b>Unit 4: Maintain Standard of Etiquette and Hospitable Conduct</b>			
<b>Learning Outcome</b>	<b>Theory (05 Hrs)</b>	<b>Practical (07 Hrs)</b>	<b>Duration (12 Hrs)</b>
7. Critical Thinking for Housekeeping Staff	<ol style="list-style-type: none"> <li>1. Departmental Orientation</li> <li>2. Briefing</li> <li>3. Staff Training</li> </ol>	<ol style="list-style-type: none"> <li>1. Attend the daily briefing of housekeeping department of a hotel</li> </ol>	
<b>Total</b>	<b>05 Hrs</b>	<b>07 Hrs</b>	<b>12 Hrs</b>

<b>Unit 5: Gender and Age Sensitive Service Practices</b>			
<b>Learning Outcome</b>	<b>Theory (05 Hrs)</b>	<b>Practical (03 Hrs)</b>	<b>Duration (08 Hrs)</b>
1. Enumerating women's rights, facilities and services at workplace	<ol style="list-style-type: none"> <li>1. A woman's rights and respect at workplace</li> <li>2. Company's policies to prevent sexual harassment</li> <li>3. Facilities &amp; services available at work for female employees</li> <li>4. Safety measures for female employees</li> <li>5. Female traveller safety and security at hotel</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a hotel near you and study the policies and procedures adopted by the hotel to prevent any case of sexual harassment</li> <li>2. Give suggestion for various other safety measures that could be adopted for female employees at work</li> </ol>	<b>05 Hrs Theory + 03 Hrs Practical</b>
2. Appreciate the need for general facilities offered to cater the need for each age and gender	<ol style="list-style-type: none"> <li>1. Definition of hotel facilities</li> <li>2. General facilities for children, senior citizens, and young woman</li> <li>3. Unique need and wants of each category of customer- infant, young woman, old persons etc.</li> <li>4. Educating parents and attendants of senior citizens on basic safeguards and emergencies procedures for them in case of emergencies</li> <li>5. Need for medical facilities at hotel</li> <li>6. Recreational facilities for children tourists</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a nearby hotel and in a tabular format note down the various facilities available in the hotel for each gender</li> </ol>	
3. Narrating the need	<ol style="list-style-type: none"> <li>1. Equality of work for</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a hotel in your</li> </ol>	

<b>Unit 5: Gender and Age Sensitive Service Practices</b>			
<b>Learning Outcome</b>	<b>Theory (05 Hrs)</b>	<b>Practical (03 Hrs)</b>	<b>Duration (08 Hrs)</b>
and importance of practicing standard etiquettes with women at workplace	<p>women across both horizontal and vertical segregation of roles at workplace</p> <p>2. Motivating women at workplace to utilize their skills</p> <p>3. Behavioural etiquettes while dealing with female colleagues and guests</p>	vicinity and observe the various standard etiquettes practiced while dealing with female colleagues and guests. On the basis of your observation prepare a report on "Standard etiquettes to be practiced in hotels while dealing with females."	
<b>Total</b>	<b>05 Hrs</b>	<b>03 Hrs</b>	<b>08 Hrs</b>

<b>Unit 6 : Maintain Health and Hygiene</b>			
<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (05 Hrs)</b>	<b>Duration (15 Hrs)</b>
1. Appreciate the importance of ensuring cleanliness around workplace	<p>1. Regular cleaning of work area</p> <p>2. Handling of waste/trash can</p> <p>3. Pest control activities at work place</p> <p>4. Maintain cleanliness and maintenance records</p> <p>5. Proper ventilation of area</p> <p>6. Regular maintenance of air conditioner and other mechanical system</p> <p>7. Importance of lightning in an area</p> <p>8. Cleaning of food storage, prepared, displayed and served area</p> <p>9. CCG cleaning procedure</p> <p>10. Importance of food sanitation and cross contamination of food</p>	<p>1. Activity on Handling of waste in trash can</p> <p>2. Demonstrate regular cleaning activities performed at workplace</p> <p>3. Demonstrate Indenting required for performing cleaning task</p> <p>4. Demonstrate CCG cleaning procedure</p>	<b>10 Hrs Theory + 05 Hrs Practical</b>
2. Appreciate the	1. Indenting and its	1. Demonstrate using	

<b>Unit 6 : Maintain Health and Hygiene</b>			
<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (05 Hrs)</b>	<b>Duration (15 Hrs)</b>
importance of Indenting and handling Various Housekeeping areas Checklist	importance in cleaning Housekeeping areas. 2. Checklist of handling Various Housekeeping areas: - a. Linen and Laundry area b. Storage area c. Accommodation area d. Garbage area.	checklist of handling Various Housekeeping areas	
3. Gain Insights into Personal Hygiene Practices	1. Regular Hand washing procedure. 2. Maintain Personal Hygiene grooming, dental care 3. Importance of Preventing Cross Contamination at work place	1. Demonstrate hand washing procedure 2. Demonstrate personal and dental hygiene	
<b>Total</b>	<b>10 Hrs</b>	<b>05 Hrs</b>	

<b>Unit 7 : Maintain Safety at Workplace</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (10 Hrs)</b>	<b>Duration (25 Hrs)</b>
1. Appreciate the measures of taking precautions to avoid workplace hazards	1. Assessing workplace Hazards 2. Minimization of work place hazards 3. Important Work hazards and there preventive measures 4. Hazard analysis 5. Safety work procedures	1. Demonstrate various preventive measure of Work place hazards normally obtain in hotels 2. Demonstrate safety work procedures	
2. Comprehend the Standard Safety Procedure	1. Hotel evacuation procedures for fire, bomb threats, and mass destruction 2. Knowledge of storage Area 3. Storage area Inspection checklist 4. Handling, storage	1. Demonstrate the use of Fire extinguishers 2. Enlist activity of storage 3. Identify the equipments while doing hazards work 4. Demonstration of handling Electric and	

<b>Unit 7 : Maintain Safety at Workplace</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (10 Hrs)</b>	<b>Duration (25 Hrs)</b>
	&stacking of materials 5. Safe Lifting Techniques 6. Storage of acids & chemicals 7. Labeling and Warning Sign Used For Chemical Storage. 8. Safety techniques for Handling, lifting and moving furniture and fixtures 9. Standard Safety Procedure for Handling Electrical tools 10. Standard Safety Procedure for Handling floors 11. Standard Safety Procedure for handling sharp Tools	sharp tools 5. Demonstration of Standard Safety Procedure for handling floors 6. Demonstration of Safety techniques for handling, lifting and moving furniture and fixtures	<b>+ 10 Hrs Practical</b>
3. Appreciate the using of First aid and personal protective equipments while doing hazardous work	1. First aid kits in the work place 2. Documentation of first aid treatments 3. Handling of Personal Protective Equipments 4. Safety use of P.P.E for specific task on work area and display safety signs where necessary	1. Prepare a first aid Box for your class room 2. Make a Chart of Safety signs 3. Demonstrate safety use of P.P.E for specific task on work area 4. Demonstrate handling of Personal Protective Equipments	
4. Gain insight in Achieving Safety Standards	1. Safety measures undertaken while inspection 2. Safety procedure/ safety standards 3. Ensuring zero accident at work place	1. Practise safety standard while working in given area 2. Demonstrate some important safety procedure/ safety standards followed in a hotel	
<b>Total</b>	<b>15 Hrs</b>	<b>10 Hrs</b>	
<b>Grand Total</b>	<b>55</b>	<b>40</b>	<b>95</b>

## 6. ORGANISATION OF FIELD VISITS

---

In a year, at least 3 field visits/educational tours should be organised for the students to expose them to the activities in the workplace.

Visit a hotel or a lodge and observe the following: Location, Site, size, star rating, departments, staff structure, work distribution, clientele, layout, furnishing, ambience, etc. During the visit, students should obtain the above information from the owner or the supervisor of the hotel.

## 7. LIST OF EQUIPMENT AND MATERIALS

The list given below is suggestive and an exhaustive list should be prepared by the vocational teacher. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the batch of maximum 30 students regularly for practice and acquiring adequate practical experience.

### Manual Cleaning Equipments:

1. Dry mop- 6 Units
2. Wet mop- 6 Units
3. Soft broom- 6 Units
4. Squeegee- 6 Units
5. Carpet brush- 6 Units
6. Floor cloth- 6 Units
7. Bucket- 6 Units
8. Spray bottle- 6 Units
9. Dust pan.- 6 Units
10. House mode box / caddy- 6 Units
11. Hard broom- 6 Units
12. Scrubbing/T. brush- 6 Units
13. Toilet brush- 6 Units
14. Feather brush- 6 Units
15. Wiper- 6 Units
16. Sponge- 6 Units
17. Trash can- 6 Units
18. Duster- 6 Units
19. Hand gloves- 6 Units
20. Nylons scrubber- 6 Units
21. Old tooth brush- 6 Units
22. Color code duster- 6 Units
23. WC brush- 6 Units
24. Sponge- 6 Units
25. Wet Extraction Machine- 6 Units
26. Janitor Trolley-1 Unit

### Mechanical Cleaning Equipments:

1. Vacuum/ Suction Cleaners-1 Unit
2. Wet Vacuum Cleaners-1 Unit
3. Scrubbing & Polishing Machine-1 Unit

4. Floor maintenance Machine-1 Unit
5. Carpet Shampooing Machine-1 Unit

**Cleaning Chemicals required:**

1. Bathroom Cleaner concentrate- 5Litre
2. All purpose cleaner concentrate - 5Litre
3. Glass cleaner concentrate - 5Litre
4. Furniture polish cum Maintainer- 5Litre
5. Air Freshener concentrate- 5Litre
6. Toilet Bowl cleaner- 5Litre
7. Bathroom and Fittings Cleaner- 5Litre
8. Floor Cleaner (For removal of oil and grease).- 5Litre
9. Carpet Shampoo- 5Litre
10. Carpet cleaner for spray extraction. 5Litre

## 8. VOCATIONAL TEACHER’S/ TRAINER’S QUALIFICATION AND GUIDELINES

---

**Q**ualification and other requirements for appointment of vocational teachers/trainers on contractual basis should be decided by the State/UT. The suggestive qualifications and minimum competencies for the vocational teacher should be as follows:

S.No.	Qualification	Minimum Competencies	Age Limit
1.	<p><b>Any one of the following:</b></p> <ol style="list-style-type: none"> <li>1. M.Sc. in Hotel Management from a recognized institute of Hotel Management</li> <li>2. B.Sc. in Hotel Management/B.Hsc from any recognized institute of Hotel Management or University + at least two years professional experience in housekeeping department in Hotel industry</li> <li>3. Three years degree /diploma after class XII from any recognized institute of Hotel Management + at least two years professional experience in housekeeping department in Hotel industry</li> <li>4. B.Sc. in any discipline + P.G. Diploma in housekeeping from a recognized institute of Hotel Management+ at least two years professional experience in housekeeping department in Hotel industry</li> </ol>	<ul style="list-style-type: none"> <li>• Effective communication skills (oral and written)</li> <li>• Basic computing skills</li> </ul>	<p>18-37 years (as on Jan. 01 (year))</p> <p>Age relaxation to be provided as per Govt. Rules</p>

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of *Rashtriya Madhyamik Shiksha Abhiyan (RMSA)*. They are directly involved in teaching of vocational subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

These guidelines have been prepared with an aim to help and guide the States in engaging quality Vocational Teachers/Trainers in the schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are mode and procedure of selection of Vocational Teachers/Trainers, Educational Qualifications, Industry Experience, and Certification/Accreditation.

The State may engage Vocational Teachers/Trainers in schools approved under the component of Vocationalisation of Secondary and Higher Secondary Education under RMSA in the following ways:

- (i) directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education(PSSCIVE), NCERT or the respective Sector Skill Council(SSC)

OR

- (ii) Through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF\*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

---

*\* The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteria which the different organisations involved in education and training must meet in order to be accredited by competent bodies to provide government-funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.*

---

The educational qualifications required for being a Vocational Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers / trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. The Vocational Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which he will be teaching. Copies of relevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record.

To ensure the quality of the Vocational Teachers/Trainers, the State should ensure that a standardized procedure for selection of Vocational Teachers/Trainers is followed. The selection procedure should consist of the following:

- (i) Written test for the technical/domain specific knowledge related to the sector;
- (ii) Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and
- (iii) Practical test/mock test in classroom/workshop/laboratory.

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP.

The State should ensure that the Vocational Teachers/ Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational Pedagogy before being deployed in the schools.

The State should ensure that the existing trainers undergo in-service training of 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education.

The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the Vocational Teachers/Trainers:

- (i) Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
- (ii) Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
- (iii) Make effective use of learning aids and ICT tools during the classroom sessions;
- (iv) Engage students in learning activities, which include a mix of different methodologies, such as project based work, team work, practical and simulation based learning experiences;
- (v) Work with the institution's management to organise skill demonstrations, site visits, on-job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;
- (vi) Identify the weaknesses of students and assist them in up-gradation of competency;
- (vii) Cater to different learning styles and level of ability of students;
- (viii) Assess the learning needs and abilities, when working with students with different abilities
- (ix) Identify any additional support the student may need and help to make special arrangements for that support;
- (x) Provide placement assistance

Assessment and evaluation of Vocational Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the Vocational Teachers/Trainers is appraised annually. Performance based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the Vocational Teachers/Trainers. Following parameters may be considered during the appraisal process:

1. Participation in guidance and counselling activities conducted at Institutional, District and State level;
2. Adoption of innovative teaching and training methods;
3. Improvement in result of vocational students of Class X or Class XII;
4. Continuous up-gradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
5. Membership of professional society at District, State, Regional, National and International level;



6. Development of teaching-learning materials in the subject area;
7. Efforts made in developing linkages with the Industry/Establishments;
8. Efforts made towards involving the local community in Vocational Education
9. Publication of papers in National and International Journals;
10. Organisation of activities for promotion of vocational subjects;
11. Involvement in placement of students/student support services.

## 9. LIST OF CONTRIBUTORS

---

1. Shri Jitendra Sharma, I/C Principal, IHMCT, People's University, Bhopal
2. Shri. Shounak A. Nazar, Faculty, IHMCT, People's University, Bhopal
3. Mrs. Vartika Mishra, Faculty, IHMCT, People's University, Bhopal
4. Shri Lochan Nagar, Faculty, IHMCT, People's University, Bhopal
5. Shri Mayur M. Fender, Faculty, IHMCT, People's University, Bhopal
6. Dr. Pinki Khanna, Associate Professor, Deptt. of Home Science and Hospitality Management, PSSCIVE, Bhopal
7. Prof. Mridula Saxena, Ph.D., Head, Department of Home Science and Hospitality Management and Head, Information & Communication Technology Centre (ICT) PSSCIVE, Bhopal – **Course Coordinator**



**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**  
**Shyamla Hills, Bhopal- 462 002, M.P., India**